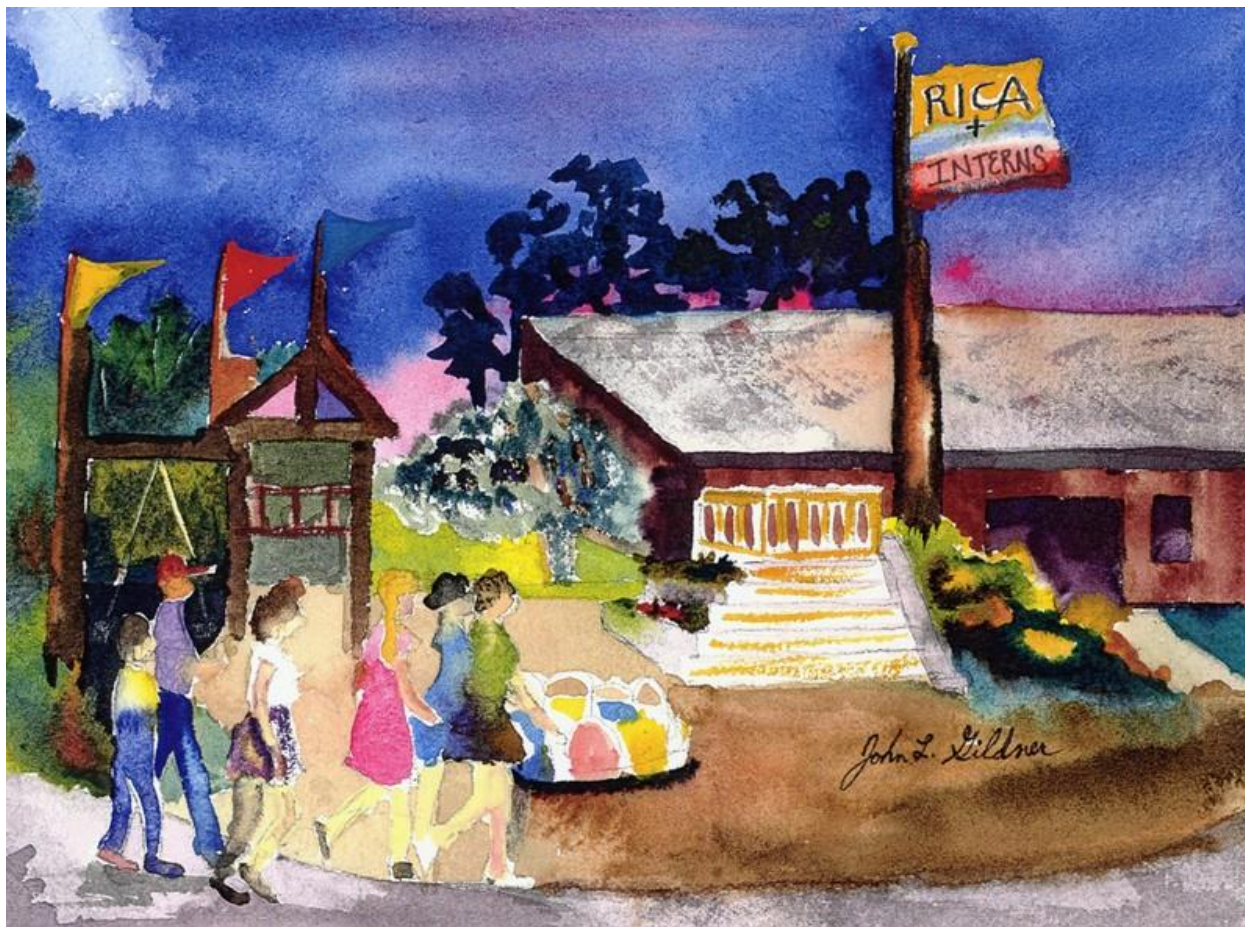


# DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY 2021-2022



The John L. Gildner Regional Institute for Children and Adolescents  
Rockville, Maryland

State of Maryland  
Maryland Department of Health  
**APA Accredited<sup>1</sup>**

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<sup>1</sup>APA Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242 (202) 336-5979



John L. Gildner Regional Institute for Children & Adolescents

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July 1, 2020

Dear Prospective Internship Applicant,

Thank you for your interest in the APA accredited Doctoral Psychology Internship at the John L. Gildner Regional Institute for Children and Adolescent (JLG-RICA) in Rockville Maryland. We understand that the 2019–2020 academic year has been difficult for all of us. There is much uncertainty as we anticipate the 2020-2021 internship year. However, we are certain that we will be accepting psychology internship applications, conducting virtual interviews, and participating with you in the Match. Our minimum requirements for intervention and assessment hours have changed to accommodate the potential loss of hours due to the Covid19 Emergency. Please note we are committed to your continued health and safety, as well as maintaining the health and wellness of our RICA students and families and all JLG-RICA employees. As a Maryland Department of Health Residential Treatment facility and a Montgomery County Public School, we are taking every precaution to promote and maintain health and wellness now and in the coming year. These steps include staying home if you feel sick, wearing a face mask, frequent hand washing and social distancing. We are planning our internship to accommodate both face to face interactions as well as teletherapy and virtual meetings to meet the APA Internship Competencies.

This brochure describes our internship training program, eligibility requirements and application procedures for the 2020-2021 Internship. All application materials should be submitted using the online process and National Matching procedures, developed by the Association of Psychology and Post-Doctoral Internship Centers (APPIC). Information regarding the online application process and registration for the National Match can be found on the APPIC website ([www.apic.org](http://www.apic.org)). All application materials for our program must be submitted by midnight Pacific Standard Time on November 6, 2020 to be considered. We look forward to reviewing your application.

Please feel free to contact me if you have any questions or concerns at [monya.cohen@maryland.gov](mailto:monya.cohen@maryland.gov).

Warmest Regards,

Monya Cohen, Psy.D.  
Director, Internship Training

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**OUR MISSION**

To provide the best possible treatment, care and education to all youth and their families

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**The John L. Gildner-RICA 2021-2022**  
**CLINICAL PSYCHOLOGY INTERNSHIP**

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**PROGRAM**

The John L. Gildner Regional Institute for Children and Adolescents (JLG-RICA) is a collaboration between the State of Maryland Department of Health (clinical and residential staff) and Montgomery County Public Schools (school staff). We are a public therapeutic day school and residential treatment center for children and adolescents in Maryland. RICA serves approximately 115 students ages 9-21; currently 48 of those students are in residential treatment. We are a multi-disciplinary program; a “one stop shop” for mental health treatment. All our students have an Individual Educational Plan (IEP). Our students present with multiple psychiatric diagnoses, complicated family systems, complex trauma and often a history of unsuccessful treatment attempts at other schools and /or with other mental health providers.

JLG-RICA began admitting students in 1980 and has held full accreditation status by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) since 1981. Day treatment students are accepted from Montgomery County, Maryland. Residential students are admitted from Montgomery and surrounding Maryland Counties (Carroll, Frederick, Howard, Prince Georges and Washington). JLG-RICA is built on a 15-acre campus and consists of an administrative/clinical building that adjoins the school building. There is also an indoor pool, an exercise room and a refurbished gymnasium. Basketball courts, two baseball diamonds and a large football/soccer field surround the school building. The facility is handicap accessible and has been upgraded to meet ADA guidelines. JLG-RICA is in proximity of the Capital beltway and public transportation, including the Metro, an efficient subway serving the metropolitan Washington area.

JLG-RICA offers a full range of services: Day and residential treatment; milieu therapy; psychopharmacology; recreational and expressive therapies; individual, family and group therapy; Dialectical Behavioral Therapy (DBT), summer enrichment for residential students, and a fully accredited Montgomery County Public School with academic and vocational programming, as well as extended school year (ESY).

The psychology internship is an integral part of the JLG-RICA clinical program. Other members of the clinical, administrative, school and residential staff are always

eager to work with the interns because they bring new ideas, different treatment approaches, and a fresh perspective to the facility.

### **MULTIDISCIPLINARY TEAM APPROACH**

One of the benefits of working at RICA is that you are a part of a large, multi-disciplinary team; the foundation of the JLG-RICA treatment program. This means lots of support, lots of consultation and lots of meetings. The clinical, residential and educational programs are integrated through the **team concept** and the coordination of the individual treatment plan (ITP) and the individual education plan (IEP). A clinical therapist is at the core of each child's treatment team and serves as both primary therapist (providing individual and family therapy) and case manager. An expressive therapist, residential staff and school staff are assigned to each child and his/her family throughout their stay at JLG-RICA. Expressive therapy services offer a variety of process-oriented therapies based on each student's emotional needs and developmental skill level. These therapies include art, music, and movement modalities. Interns often choose to co-lead one or more of these groups as a way to develop an appreciation for these alternative treatment modalities. The Expressive Therapy team contributes to RICA in many creative ways including the community garden, adding mosaic and painted murals to the building and Art Jam (a talent show).

In addition, a consulting psychiatrist works closely with each treatment team, which includes the child and family. The team develops, implements and monitors the student's treatment plan. Students are involved in individual and group therapy, with the frequency determined by each student's needs. All families are encouraged to participate in family therapy. Therapists are available to see families during day and/or evening hours. A student's behavioral progress is monitored using a "phase system;" a structured behavior modification program involving both short and long-term goals for increasingly appropriate behavior.

The clinical staff is comprised of seven board certified psychiatrists, nine licensed psychologists, three psychology associates, eight clinical social workers, and three expressive therapists. The clinicians at RICA are divided into three teams. As an intern, you are part of one of three teams that serve as primary support, including weekly team meetings, monthly lunches, and an annual team retreat. The team also serves as your back-up for therapy cases when you are out of the office or busy with other students. In addition, JLG-RICA has a large staff of registered nurses and residential counselors.

RICA school staff are employed by Montgomery County Public Schools (MCPS) and include certified special education teachers and instructional assistants. During the school day medical coverage is provided by the health suite staff, comprised of a registered nurse and a part-time pediatrician.

## **LEVELS OF CARE**

JLG-RICA is a unique collaboration between clinical, residential and educational services within a single facility. This allows for “transitions” between therapeutic levels of care. Depending on their clinical needs, RICA students may live at home, therapeutic foster care or group home, residential cottage or on the RICA Evaluation Unit, while the RICA school remains constant. For most residential students, the long-term objective is to transition to their home environment, by way of weekend passes while processing progress and assessing continuing needs through weekly family therapy meetings.

## **RESIDENTIAL TREATMENT**

The residential program provides a 24-hour living environment for students who are unable to function in the community or at school without intensive structure and supervision. Within the residential program, the staff fosters personal and social growth, independent living, goal setting and group cohesiveness, based on each student’s developmental needs. The goal of treatment for residential students is their return to their family or, when clinically indicated, placement in a group home or therapeutic foster care.

## **EVALUATION UNIT**

The Evaluation Unit (EU) is a 90-day placement for high-risk youth in Maryland. Students are referred to the EU by the public health sector or by the Department of Juvenile Services (DJS). Many of the students referred to the EU have not received special education services and have struggled in their home environments for some time. While placed on the EU, students undergo a comprehensive evaluation including psychosocial, psychiatric, psychological and educational testing and direct observation by the EU staff. The EU team finalizes diagnoses and makes treatment and/or placement recommendations for the student.

As an intern, you will complete two diagnostic evaluations under the guidance and supervision of a licensed psychologist. Your role as your student’s therapist involves gathering historical information, making recommendations for treatment and education and coordinating directly with community providers. In addition, you may attend (with your supervisor) a Central IEP meeting (CIEP) and/or court hearing to make placement recommendations. The EU is the only public unit of its kind in



Maryland and offers a unique training opportunity. Many previous interns have cited the EU as the favorite component of their internship.

## **RICA SCHOOL**

The RICA educational program strives to provide a rigorous instructional program while focusing on students' social/emotional skill development. The school employs a strong behavior management system and helps students build their resilience, perseverance, self-awareness, and growth mindset skills. There is a small staff to student ratio in order to provide as much individualized and personalized instruction as possible. A variety of specialized services are offered in a highly structured classroom setting which stresses the consistent implementation of each student's goals on their IEP. Instruction follows the MCPS curriculum and is based on Common Core State Standards. Academic and special course offerings include English/language arts/reading, math through pre-calculus, foreign language, social studies/history/government, sciences, art, music, physical education, technology, career awareness and site-based work experience. When students demonstrate social-emotional readiness, they have the opportunity to mainstream into Montgomery County's comprehensive school programs, including Thomas Edison School of Technology, with the goal of eventually returning full-time to a less restrictive environment.

## **JLG-RICA STUDENT DIVERSITY**

The JLG-RICA student population is diverse in terms of age, racial and ethnic backgrounds, gender and psychopathology. Current demographic statistics are as follows: Gender distribution is currently 37% female and 63% male. Ages range from 9-21 years old, with an overall average age of 16.

JLG-RICA students are drawn from the racial and cultural communities represented in surrounding Maryland counties. Currently 67.3% come from minority groups, the largest of which is African-American (35.5 of all students). Other percentages of students are Latino (21.8%), Asian (2.7%) and Multi-Racial (10.0%). Caucasians represent 30.0% of the population.

Often, RICA students are either court ordered to JLG-RICA or court involved. Many RICA students are involved with Montgomery County Department of Child Welfare or the Maryland Department of Juvenile Services.

The most common diagnoses RICA students have on admission to our program are Depressive Disorders (including Major Depressive Disorder, Mood Disorder, NOS, Disruptive Mood Dysregulation Disorder, Bi-polar Disorder), Anxiety Disorders

(including Post-traumatic stress disorder, Social Anxiety Disorder, Obsessive Compulsive Disorder and Generalized Anxiety Disorder), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Reactive Attachment, and Schizoaffective Disorder. These diagnoses often occur in combination with specific learning disabilities. Other types of psychopathology seen in the JLG-RICA population include traits of personality disorders, Conduct Disorder, Impulse Control Disorder, Obsessive Compulsive Disorder and Substance Use related disorders.

## **GENERAL DESCRIPTION OF THE JLG-RICA INTERNSHIP**

JLG-RICA is highly committed to the training of interns in clinical psychology. Our psychology internship training program is designed to meet the twelve-month requirement for obtaining the degree of Doctor of Philosophy (Ph.D.) or Doctor of Clinical Psychology (Psy.D.) whether in person or virtual, or a combination of both. In June 1991, the APA granted the JLG-RICA internship program provisional accreditation as a Clinical Psychology Pre-Doctoral Internship (as is traditional at a program's onset). The JLG-RICA Psychology Internship has successfully maintained full accreditation status through three APA site visits, the first in October 1996, the second in May 2001, and the third in June 2013. The upcoming APA site visit is scheduled for 2020. The psychology internship program adheres to the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC), as well as those of the National Register of Health Providers in Psychology. Only applicants from Clinical Psychology or combination Clinical/School Psychology programs are considered.

## **PHILOSOPHY**

Our facility's founder and late Chief Executive Officer, John L. Gildner, articulated the following Mission Statement for the facility: ***"To provide the best possible patient care and education to all students and their families."***

JLG-RICA's mission is actualized through the Vision Statement, which strives to make the facility ***"a resilient and fully integrated multidisciplinary program, which addresses each realm of functioning for every student in our care."***

In accordance with this mission and vision, the JLG-RICA Psychology Internship Training Mission is: ***"To provide the best possible professional psychology training within a multidisciplinary team setting for emotionally disabled children, adolescents and their families."***

The training model used to achieve these internship goals most closely resembles the Practitioner-Scholar Model, with the emphasis on clinical practice and service delivery, as well as learning by doing. Consistent with the Practitioner-Scholar Model, interns are treated as professional colleagues who are expected to function as “primary” clinical therapists and fully integrated members of their respective treatment teams. They are guided and supported throughout their internship year by intensive supervision, mentoring and a planned sequence of relevant training activities. Interns are exposed to the role of psychologist as Scientist-Practitioner through their involvement in a yearlong clinical research or program evaluation project.

## **CLINICAL SEMINAR**

The Practitioner-Scholar model is manifested through **Clinical Seminars**, a weekly series of clinical case conferences/educational presentations focusing on current research and best practice treatment interventions that meet the current training needs of our interns and the mental health needs of our students and families. Seminar topics offered during the 2019-2020 internship year include:

- Supervision Challenges
- Go with your Gut: Yoga for the Vagus Nerve
- DBT with RICA Families
- Many Working Parts: Bringing the Family into Treatment
- Models of Supervision
- The Do’s and Don’ts of Good Clinical Supervision
- Musical Ethics
- Diversity Roundtable: Questioning, Discussing and Promoting an Affirming Climate at JLG-RICA
- Perception of Discrimination and Implicit Bias: An Exploration in the RICA Community (2019-2020 Intern Cohort Presentation).
- The Importance of Self-Care at RICA
- Clinical Case Conference
- Reactive Attachment Disorder and Disinhibited Social Engagement Disorder: Current Research and Treatment
- Developmental Supervision with Psychology and Social Work
- Teletherapy with Children and Adolescents
- Assessment and Treatment of Eating Disorders in Children and Adolescents
- Functional Behavioral Analysis and Positive Behavioral Interventions and Supports.



**Journal Club** is offered three to four times per year and reviews scientific journal articles that keep our clinicians current on best practices and provide a multi-disciplinary forum for discussion.

- English, et al. (2020). Daily Multidimensional Racial Discrimination among Black American Adolescents. *Journal of Applied Developmental Psychology*, 66 (2020) 101068.
- Lin, et al. (2013). Don't Interrupt Me: An Examination of the relationship between intrusions at work and employee strain. *International Journal of Stress Management*, 20(2), 77-94.
- Whipple, et al. (2020). Supervisor Variance in psychotherapy outcome in routine Practice: A Replication. *Sage Open*, Jan – March 2020, 1-11.

## **INTERNSHIP COMPETENCIES AND GOALS**

Upon completion of the JLG-RICA Internship, interns will possess the skills and competencies to administer, score, interpret and write comprehensive psychological assessment reports; skillfully lead individual, group and family therapies; participate in consultation at an entry level of specialization and conduct themselves in a professional manner, reflecting the values and attitudes of psychology. The APA Profession -Wide Competencies and Program Specific training goals/competencies are as follows:

1. **Intervention:** Interns will demonstrate competence in evidence-based interventions consistent with the scope of clinical psychology. Interventions include and are not limited to psychotherapy and may be derived from a variety of theoretical orientation and approaches. The level of intervention includes those directed in providing individual, family and group therapies as well as case management responsibilities with a child/adolescent population.
2. **Communication and Interpersonal Skills:** Interns will develop, demonstrate and maintain effective relationships with a wide range of individuals and systems, including colleagues, communities, organizations, supervisors, administrators and those receiving professional services.
3. **Professional Values:** Interns are expected to conduct themselves in ways that reflect the values and attitudes of the American Psychological Association (APA) and the JLG-RICA, including integrity, demeanor, professional

identity, accountability, lifelong learning, do no harm and concern for the welfare of others.

4. **Ethical and Legal Standards:** Interns will be knowledgeable of and conduct themselves in a manner that is consistent with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules and policies governing health service psychology; relevant professional standards and guidelines customary to RICA.
5. **Individual and Cultural Diversity:** Interns will develop the ability and skills to conduct all professional activities with knowledge and sensitivity when working with diverse individuals and communities. In addition, Interns will demonstrate an understanding of how their own personal/cultural history, attitudes and biases affect how they understand and interact with those different from themselves.
6. **Consultation and Interprofessional/Interdisciplinary Skills:** Interns will develop and maintain consultation and interprofessional/interdisciplinary skills that are reflected in the intentional collaboration with professionals in clinical psychology and with other individuals or groups to seek consultation, problem solve and/or seek or share knowledge.
7. **Assessment:** Interns will develop and strengthen psychological assessment skills and techniques appropriate to children and adolescents with special educational and emotional needs. This includes important components such as selecting appropriate assessment measures that answer the referral questions. Applying scientific/critical thinking with attention to issues of reliability and validity. Attention to and understanding of race, culture, ethnicity, and other individual and developmental differences impacting testing results. Considering behavioral observations in testing including diagnoses, ability to concentrate and attend and the impact of psychiatric medication. In addition, developing/strengthening abilities to write comprehensive psychological reports that integrate cognitive and socio-emotional factors, as well as discussing testing results with students, parents/guardians and during IEP meetings.
8. **Research:** Interns will gain an understanding of the knowledge, skills, and competence to produce new knowledge, critically evaluate and use existing

knowledge to solve programs and disseminate research and program evaluation main within a mental health agency.

9. **Supervision:** Interns will demonstrate knowledge of supervision models and theory. Interns will understand the ethical, legal, and contextual issues of the supervisor role and supervisee/supervisor relationship. In addition, interns will participate in direct or simulated practice examples of supervision and actively participate in readings, lectures and seminars related to supervision.
10. **Administrative Competency/Organizational, Time Management and Documentation:** This **program specific competency** consists of developing administrative skills related to key patient care tasks including time management, organizational skills, and prioritizing tasks. The intern is supervised in effectively maintaining responsibility for all patient records (therapy/PRN/telephone sessions, ITP's, progress notes, transfer, and discharge summaries, etc..) that are documented in a manner that is timely, well organized, and free of grammar, spelling and punctuation errors.
11. **Evaluation Unit:** This **program specific competency** demonstrates the development of knowledge and skills in an evaluative role; specifically, to effectively balance relationships skills with assessment/evaluative goals. This program specific competency is comprised of the ability to assess and conceptualize the presenting problem, incorporate data from multiple sources and integrate these interpretations with other behavioral observations in a written report within a timely fashion.

To achieve these competencies, interns will be available to JLG-RICA at a minimum of 40 hours per week for 12 months (2,000 hours). Training will primarily focus on clinical intervention (Individual, family and group therapies), case management, psychological assessment and professional development under the supervision of licensed clinical psychologists.

#### **INTERN RESPONSIBILITIES INCLUDE:**

Functioning as part of a multi-disciplinary team in managing an assigned caseload, which includes the following duties to be completed under supervision via face to face, virtual or a combination of both:

- a. Providing individual and family psychotherapy face-to-face, teletherapy or a combination of both.

- b. Consulting and communicating with all components of the internal treatment system including but not limited to clinical, school and residence via face to face, virtual or a combination of both.
  - c. Consulting and communicating with appropriate external systems as applicable, including but not limited to the Department of Juvenile Services, the Department of Health and Human Services and the Juvenile Court face to face, virtual, or a combination of both.
  - d. Maintaining the appropriate records associated with all assigned cases.
1. Group Therapy: The interns are responsible for completing one rotation of DBT or two rotations of an alternative group therapy, including expressive therapy (movement, art or music), B.A.M (Black Alliance of Mental Health) and/or Huddle Up and Cope (HUAC) via face to face, virtual or a combination of both.
  2. Administration scoring and interpretation of a minimum of eight comprehensive psychological assessment batteries, as well as in-depth report writing and feedback sessions with parents and students, as well as participation in the IEP meetings face to face, virtual or a combination of both.
  3. Participation in weekly research meetings and completion of a research project under the direction and supervision of the Director of Research and Program Evaluation face to face, virtual or a combination of both.
  4. Participation in weekly individual, family, and assessment supervision face to face, virtual or a combination of both.
  5. Interns will integrate academically acquired information and apply this knowledge to the practice of psychology through participation in clinical seminars, clinical case conferences, journal club, workshops, and staff meetings, face to face, virtual or a combination of both.
  6. Participation in monthly Supervision Seminar and monthly (and as needed) Director's Meetings with the Director of Psychology Internship Training to assess intern goals and progress, needs for professional growth and post internship development via face to face, virtual or a combination of both.
  7. Participation in a confidential weekly intern process group via face to face, virtual or a combination of both.

8. Complete two diagnostic evaluations on the Evaluation Unit via face to face, virtual or a combination of both.
9. A one and half-hour presentation to RICA staff during Clinical Seminar via face to face, virtual or a combination of both.
10. Participation in weekly meetings with your clinical team, a weekly residential staff meeting, a weekly school meeting (with school and clinical staff) and a weekly meeting with your student's psychiatrist(s) via face to face, virtual or combination of both.

Interns are expected to abide by JLG-RICA policies, guidelines and expectations and to perform their duties in a competent and professional manner. Interns will act in accordance with professional standards and ethics as prescribed by APA and as is customary at JLG-RICA. Should a problem or conflict arise, a procedure is in place to address intern grievances both within the psychology internship program, and as a part of JLG-RICA's routine personnel counseling. This information (per APA standards) is made available to interns during their orientation in August. Intern applicants may also ask to see this information during interviews.

## **CLINICAL SKILL DEVELOPMENT VIA FACE TO FACE, VIRTUAL OR A COMBINATION OF BOTH.**

### **Comprehensive Psychological Assessment**

Psychological assessment is a primary focus of the JLG-RICA Psychology Internship Program. Interns will complete a minimum of eight comprehensive evaluations at RICA: approximately one psychological assessment per month. Most of these assessments will be part of RICA student's' triennial IEP re-evaluations. At RICA, we pride ourselves on offering comprehensive, in-depth reports that may include assessment of cognitive functioning, learning/memory, language, executive and social/emotional functioning. As an intern, you will have the opportunity to present test findings to the student and parents during the feedback sessions and to the educational team at IEP meetings. As part of the internship program, the intern will be closely supervised by a licensed clinical psychologist who will evaluate the intern on their administration, scoring, interpretation, written and oral feedback, and openness to supervision.

## **Psychotherapy**

A primary focus of the psychology internship program is the continuing development of psychotherapy skills. As a psychology intern, you will be assigned five therapy cases. You will have a combination of day and residential students. In your role as the primary therapist, you will provide individual and family therapy, co-family therapy (as appropriate), crisis intervention and case management. While cases vary, many JLG-RICA students are long-term, and you can expect to work with most of your students throughout your year-long internship. As the case manager for JLG-RICA students and their families, interns serve as the point person between clinical, school, residence, and all other members of your student's treatment team. Other treatment team members may include and are not limited to Child Welfare, Juvenile Services, Cornerstone Montgomery, County Wraparound Services, etc. Psychology interns are expected to demonstrate professional, entry level competence in the following areas: Interviewing skills, critical thinking skills, report writing skills, observational skills, intervention and interpretation skills, the ability to formulate appropriate treatment goals and the ability to conceptualize cases theoretically. Psychology Interns demonstrate knowledge, awareness, sensitivity and skills when working with diverse individuals and communities who embody a variety of cultural and individual differences, as well as understanding how your race and ethnicity impacts you and the world around you. In addition, interns will demonstrate awareness of ethical, and professional standards, guidelines and practice, and awareness of legal issues regarding professional activities with individuals' groups and organizations.

## **Supervision**

Psychology interns at RICA receive a high degree of supervision from a variety of supervisors, providing the opportunity to learn from a range of styles and intervention techniques. Interns meet weekly with two therapy supervisors, an assessment supervisor, the EU supervisor (only while on the EU), group therapy supervisor, and team coordinator. This allows for ample time to receive feedback and support for each case in detail.

Aside from your weekly supervision times, all clinicians at RICA have an open-door or open Zoom room policy; if you need support or guidance, don't hesitate to ask! We understand this is challenging work and we pride ourselves on maintaining a supportive, collaborative and passionate team environment.



### **Case Management**

In addition to the basic core skills described above, the psychology intern serves as a case manager for his/her students and family, thus building his/her consultation skills through collaboration with the school and residential staff regarding behavior management and clinical issues, as well as consultation with community resources. Skills in crisis intervention and mental status assessment are also developed over the internship year.

### **Clinical Research and Treatment Evaluation**

In keeping with the model of Scientist-Practitioner, the psychology internship program participates in an active program of clinical research and evaluation of treatment effectiveness. Interns may find opportunities for dissertation research as well. All interns attend weekly research meetings to learn about program evaluation and to conduct a focused program evaluation/research project with expectations of a completed project presentation, report, and/or possible publication.

### **Evaluation Unit**

Psychology interns complete two comprehensive diagnostic evaluations on the Evaluation Unit under the guidance and supervision of a licensed psychologist. As part of their testing requirement, interns may also conduct psychological and educational evaluations on the EU. Additional opportunities while on the EU may include attending court hearings, participating in County IEP meetings and coordinating directly with community providers.

### **Dialectical Behavioral Therapy (DBT)**

RICA clinicians have been trained in DBT through Behavioral Tech. Currently, JLG-RICA offers a comprehensive DBT program to approximately 20 students. This includes weekly skills groups (student, parent, and graduate groups), coaching calls and a weekly Consultation Team meeting for DBT therapists. Interns have the option of co-leading/observing a DBT skills group and joining the Consultation Team. The Consultation Team provides a supportive group supervision format. Depending on your experience and familiarity with DBT, you may have the option of taking on an individual DBT case as well. Additionally, JLG-RICA offer DBT skills training for interns and other interested staff who want to build DBT skills.

### **Group Therapy**

Interns are expected to complete one rotation of DBT or two rotations of another group, including Expressive Therapy (Music, Art, Movement), B.A.M. (Black Alliance for Mental Health) and Huddle Up and Cope (HUAC). Group supervision

for expressive therapies is co-led by the expressive therapists and Huddle Up and Cope and B.A.M provides weekly supervision.

### **Process Group**

A crucial part of internship training is personal growth. Interns share information and experiences with one another through participation in the weekly intern process group with a RICA employee not affiliated with a clinical team.

### **Clinical Seminar**

The JLG-RICA psychology staff offers a weekly Clinical Seminar focused on clinical, ethical and professional issues. Workshops and seminars offered by professionals in the DC Metro area are approved for continuing education units by the Maryland Board of Examiners of Psychologists and the Maryland Board of Examiners for Social Work.

### **Directors Meeting**

The Director of Internship Training holds a monthly meeting (in addition to daily/weekly check-ins) with the interns to promote professional growth and development, as well as facilitate discussions regarding systemic issues and ethical concerns. Guidance and support are provided in applying for post-doctoral and psychology associate positions and for preparing for licensure.

### **Supervision Seminar**

The Director of Internship Training holds a monthly Supervision Seminar to meet the Profession Wide Competency of Supervision. Monthly seminars include and are not limited to ethical and legal considerations of supervision; models and theories of supervision; consideration of individual and cultural differences in supervision; and simulated practice of supervision.

### **OTHER BENEFITS**

Current training facilities available at JLG-RICA include private offices, voicemail, personal desktop computers, printer/scanners, video and audio taping, group meeting rooms, and test administration and scoring equipment for cognitive and personality assessment, as well as neuropsychological screening. Computer scoring programs are available for the ABAS-3, ASRS, BASC-3, Rorschach (R-PAS Scoring), MMPI-A, Jesness Inventory, BRIEF, Conner's 3, WISC-V, WAIS-IV, MASC2, MPACI, MACI, Wisconsin Card Sort and Woodcock Johnson IV.

## **State of Maryland Benefits**

As a JLG-RICA psychology intern, you are a State of Maryland employee with full benefits, including six personal days, annual leave, sick leave, State of Maryland holidays and the opportunity to earn comp time when you work more than 40 hours per week. RICA offers a wide range of excellent health and dental insurances plans as well as other benefits. The current stipend is \$29,877.00. The internship begins August 11, 2021 and ends on August 10, 2022 for one calendar year (2,000 hours required).

## **JLG-RICA PSYCHOLOGY STAFF**

### **Monya Cohen, Psy.D. – Director of Psychology Internship Training**

Doctorate in Clinical Psychology, Argosy University Washington, DC Campus 2001. Maryland License. Primary Therapist, Team 2. DBT Team Member. Clinical Interests: Complex trauma, intergenerational trauma, grief and loss and Developmental Psychology. Program Development. Registered Yoga Teacher and Certified Yoga Therapist.

### **Jessica Cavuoto, Psy.D.**

Doctorate in Clinical Psychology, ISPP at Argosy University, Schaumburg (2016). Maryland License. Primary Therapist Team 31. Clinical Interests: Cognitive Behavioral Therapy, Family Systems, Disruptive Behavior Disorders, Group Therapy.

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### **Ann Kimball, Psy.D. – Team Coordinator**

Doctorate in Clinical Psychology, Chicago School of Professional Psychology, Chicago, IL (2012). Maryland License. Primary Therapist Team 2, DBT Team Member. Clinical Interests: family and community systems, complex trauma, disruptive behavior disorders, group therapy, integration of humanistic therapy and cognitive-behavioral interventions.

### **Justin Leak, Psy.D. – Director of Evaluation Unit**

Doctorate in Clinical Psychology, ASPP Argosy University, 2016. Maryland License. Primary Therapist Team 31. Clinical Interests: Assessment, Family Therapy, Parent Training, Cognitive Behavioral Therapy, Developmental Psychology, Learning Disorders.

**Ronald Love, Jr., Psy.D.**

Doctorate in Clinical Psychology, The Chicago School of Professional Psychology, Chicago, IL (2019). Maryland Registered Psychology Associate. Primary Therapist, Team 4. Black Alliance for Mental Health, Group Leader. Clinical Interests: Complex Trauma, Community Violence, Family Systems, Group Therapy, Diversity, Hip-Hop Therapy, and Behavioral Disorders.

**Heather Mann, Psy.D.**

Doctorate in Clinical Psychology, Roosevelt University, Chicago, IL (2018). Maryland License. Primary Therapist Team 2. DBT team member. Clinical Interests: Family Therapy and Systems, Complex Trauma, Group Therapy, Disruptive Behaviors, and Integrating Learning Theory and Humanistic Theory.

**Prabha Menon, Psy.D. – Director of Clinical Services & Chief Psychologist**

Doctorate in Clinical Psychology, American School of Professional Psychology Argosy University, Washington, DC 2004. Maryland License. Clinical Interests: Clinical Child Psychology, Psychological Assessments, Play Therapy, Forensic Psychology.

**Julie Mudryj, Psy.D. - Group Therapy Supervisor.**

Doctorate in Clinical Psychology, Midwestern University, Downers Grove, IL (2018). Maryland Registered Psychology Associate. Primary Therapist Team II, DBT Team Member. Clinical Interests: Assessment, Complex Trauma, Body-Focused Repetitive Disorders, and the integration of cognitive-behavioral, dialectical, and humanistic therapies.

**Sherley Simon, Psy.D.**

Doctorate in Clinical Psychology, The Chicago School of Professional Psychology, Washington, DC (2019). Maryland Registered Psychology Associate. Primary Therapist Team II. Clinical Interests: Cognitive Behavioral Therapy, Family Therapy, Forensic Psychology, and Community Psychology.

**Elissa Stieglitz, Ph.D. – Team Coordinator**

Doctorate in Clinical Psychology, Yeshiva University 1991. Maryland License. Team 4 Coordinator since 1996, Supervisor and Primary Therapist. DBT Team Member. DBT Private Practice. Clinical Interests: Child Development and Psychopathology, Play Therapy, Family therapy, Parenting Development, DBT, and Psychodynamic Psychotherapy.

**Kerstin Youman, Ph.D. – Director of Research & Program Evaluation**

Doctorate in Clinical Psychology, George Mason University 2010. Maryland License. Primary Therapist Team 31. DBT Team Member. Clinical Interests: Culturally Competent Treatment, Trauma Treatment and Integrative Therapy.

**OTHER JLG-RICA CLINICAL STAFF**

**Clinical Administrators**

- Kenneth Basler, Chief Executive Officer
- James Polimadei, Chief Operating Officer
- Claudette Bernstein, M.D., Medical Director
- Prabha Menon, Psy.D., Director of Clinical Services

**Child Psychiatrists**

- Rebecca Edelson, M.D.
- Ana Jaramillo, M.D.
- Diana Mata, M.D.
- Uchenwa Okoli, M.D.
- Hector Parada, M.D.
- Shira Rubinstein, M.D.
- Layan Zhang, M.D.

**Clinical Social Workers:**

- Kelly Bedell, LCSW-C (Team Coordinator Team 31)
- Stefanie Jackson, LMSW (Team 31)
- Lise Tonie Mafodong, LCSW-C (Team 2)
- Amber Martin, LMSW (Team 4)
- Trish Muth, LCSW-C (Team 31)
- Sharon Nayfack, LCSW-C (Team 31)
- Amanda Pezzanite, LCSW-C (Team 2)
- Hannah Seen, LCSW-C (Team 2)

**Expressive Therapists:**

- Suzannah Dichter, M.A. (Art Therapist)
- Adele Gleixner, MT BC (Music Therapist)
- Andree Schillesci, M.A., ADTR (Dance/Movement Therapist)

## **RICA School**

- Joshua H. Munsey, RICA Principal
- Rainer Kulenkampff, RICA Assistant Principal
- John Arianna, RICA High School Program Specialist
- Kristen Millios, RICA Middle School Program Specialist

## **RICA Residence**

- Suba Serry, RN-BSN, Director of Nursing and Residential Treatment
- Linwood Powell, RN, Residential Nurse Manager
- Matt Miller, RC, Coordinator Special Programs
- Andrew Beach, UC 1A
- Kemah Gbolokai, M.A, LGPC, NCC, UC 3B
- Stephanie O'Brien, UC 1C
- Chalya Temlong, UC EU
- Mark Ward, UC 3A

\*RC: Residential Coordinator

\*UC: Unit Coordinator

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## **PREVIOUS PSYCHOLOGY INTERNS**

### **2019-2020**

- Bryce Gold – George Washington University
- Anna Pozzatti – Indiana University at Bloomington
- Dorothy White: George Washington University

### **2018-2019**

- Ronald Love – The Chicago School of Professional Psychology
- Jonathan Musman – George Washington University
- Sherley Simon – The Chicago School of Professional Psychology

### **2017-2018**

- Julie Mudryj – Midwestern University
- Zheila Omanni - University of LaVerne
- Lauren Overhage – Adler University



### **2016-2017**

- Isaac Friedman – Argosy University, Washington, DC
- Sana Gaitonde – Argosy University, Washington, DC
- Robert Haxter – University of Virginia, Charlottesville

### **2015-2016**

- Sasha Hileman - Adler University
- Justin Leak - Argosy University, Washington, DC
- Heather Mann - Roosevelt University

### **2014-2015**

- Keelin Brady – University of Hartford
- Tarik Djamil – Florida School of Professional Psychology
- Shira Gottlieb – George Washington University

### **2013-2014**

- Adrienne Jett – Argosy University, Washington, DC
- Maya Spernoga – Argosy University, Washington, DC
- Megan Strause – Argosy University, Washington, DC

### **2012-2013**

- Allison Gottfried - Chicago School of Professional Psychology
- Allison Rallo - University of Hartford

### **2011-2012**

- Lauren Christopher - Wright Institute
- Ann Kimball - Chicago School of Professional Psychology, Chicago
- Kathleen McDonald - University of Hartford

### **2010-2011**

- Amberlyn Kelleher - American School of Professional Psychology at Argosy
- Hillary Roscoe - George Washington University
- Amanda Sovik-Johnson - University of Virginia

### **2009-2010**

- Molly Barnett - Alliant International California School of Professional Psychology
- Chelsea Weyand - Indiana State University
- Kerstin Youman - George Mason University

### **2008-2009**

- Tanisha Bracey: Loyola College – Maryland
- Sukeshi Gosh: American School of Professional Psychology at Argosy
- Kerstin Rose: Spalding University

### **APPLICATION PROCEDURE:**

**Applicants must be enrolled in an APA accredited Doctoral Program in Clinical Psychology.** All formal course work and comprehensive examinations for the doctorate must be complete. Applicants must have a minimum of **one year of practicum experience** (750 hours- reduced due to time lost during Covid19), including psychological testing and psychotherapy. Preference is given to applicants who have practicum/work experience with children and adolescents (Outpatient, Inpatient, Residential, Special Education) and experience in psychological assessment, individual and family therapy, group therapy and crisis intervention.

Applications must be submitted through the APPIC site by **Friday, November 6, 2020.**

### **APPLICATIONS ARE TO INCLUDE:**

AAPIC Application for Psychology Internship (AAPI), with applicant's original signature to include: Current curriculum vita, official transcripts of all graduate credits, 3 letters of recommendation (at least *one* of these letters must be from a clinical supervisor who knows the candidate's clinical skills), copy of one full psychological test battery/report that is representative of the candidate's integration of several sources of testing information – **preference is given for child or adolescent psychological reports.** The report should be reasonable in length and signed by the applicant and his/her testing supervisor. Names must be blacked out for confidentiality. In addition, virtual interviews are required of those applicants who pass the first phase of the screening process. For further information, you can reach Dr. Monya Cohen via email at monya.cohen@maryland.gov or telephone at **(301) 251-6882.**

## **ADMINISTRATIVE MATTERS**

Interns receive a thorough orientation, via face to face, virtual, or a combination of both, upon employment in mid-August. Orientation covers procedures for intern performance evaluations and JLG-RICA's policies regarding advising, retention, termination and reporting of intern grievances. These administrative matters are also included in the JLG-RICA Psychology Internship Handbook, which is made available to interns upon request. These matters are covered in accordance with the APA Guidelines and Principles for Accreditation in Professional Psychology. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-rated information from any intern applicant.

Thank you again for your interest in the APA accredited Doctoral Psychology Internship at the John L. Gildner Regional Institute for Children and Adolescent (JLG-RICA) in Rockville Maryland. We understand that the 2019–2020 academic year has been difficult for all of us. As we prepare for the 2020-2021 internship year, we are reducing the number of intervention and assessment hours to accommodate the potential loss of hours due to the Covid19 emergency. We are prepared to meet all the APA competencies and internship expectations via face to face, virtual or combination of both depending on the state of the health emergency. Please note we are committed to your continued health and safety, as well as maintaining the health and wellness of our RICA students and families and all JLG-RICA employees. As a Maryland Department of Health Residential Treatment Facility and a Montgomery County Public School, we are taking every precaution to promote and maintain health and wellness now and in the coming year. These steps include staying home if you feel sick, wearing a face mask, frequent hand washing and social distancing. We will continue to review and reevaluate our needs for social distancing and telework and make the necessary adjustments. If you have any questions or concerns, please free to reach out to me at [monya.cohen@maryland.gov](mailto:monya.cohen@maryland.gov).

<b>Name of Assessment</b>	<b>Domain</b>
<b>Clinician-Administered</b>	
WISC- V	Cognitive
WAIS-IV	Cognitive
WASI	Cognitive (brief)
WJ-IV Cognitive	Cognitive
KBIT-2	Cognitive
TONI-3	Cognitive- Nonverbal Intelligence
Vineland Adaptive Behavior Scales-II	Adaptive Functioning
WJ-IV Achievement	Academic Achievement
Nelson-Denny Reading Tests	Language/ Reading
OWLS-II	Language
PPVT-4	Language
GORT-5	Language
NEPSY-II	Neuropsych
Reitan-Indiana Aphasia Screening Test	Neuropsych/ Language
	Neuropsych/ Executive Functioning
D-KEFS	Neuropsych/ Executive Functioning
Wisconsin Card Sorting Test (WCST)	Neuropsych/ Memory
Wide Range Assessment of Memory and Learning (WRAML)	Neuropsych/ Memory
Wechsler Memory Scale- III (WMS-III)	Neuropsych/ VMI
Rey-Osterrieth Complex Figure Test (RCTF)	VMI
Beery VMI	VMI
Koppitz-2 Bender-Gestalt Test	VMI
Grooved Pegboard Test	VMI
Trail Making Test	Visual Attention
Rorschach Inkblot Test	Personality - Projective
Roberts-2	Personality - Projective
Thematic Apperception Test (TAT)	Personality - Projective
Child Apperception Test (CAT)	Personality - Projective
<b>Self-Report</b>	
Personality Assessment Inventory- Adolescent (PAI-A)	Personality
Millon Adolescent Clinical Inventory (Ages 13-19)	Personality
Millon Preadolescent Clinical Inventory (Ages 9-12)	Personality
Minnesota Multiphasic Personality Inventory- Adolescent (MMPI-A)	Personality
Rotter Incomplete Sentences Blank (RISB)	Personality- Projective
BRIEF	Executive Functioning
Conners-3 (Self, Parent, Teacher)	Executive Functioning/ ADHD
Conners ADHD Scales (CADS)	Executive Functioning/ ADHD
Autism Spectrum Rating Scales (ASRS)	Autism Spectrum Disorders
Jesness Inventory	Disruptive/Violent Behavior
Antisocial Process Screening Device (APSD)	Antisocial Personality/Behavior
Problem Oriented Screening Instrument for Teenagers (POSIT)	Behavior & Emotional Problems
BASC-3 (Self, Parent, Teacher; English & Spanish)	Behavior & Emotional Problems
Beck Combined Inventory	Behavior & Emotional Problems
Adolescent Anger Rating Scale (AARS)	Anger
Adolescent Coping Scale	Coping
Coping Responses Inventory (CRI)	Coping

Child Depression Inventory (CDI)	Depression
Reynolds Adolescent Depression Scale-2 (RAD-2)	Depression
ABAS-3	Adaptive Functioning Scale
BDI-II	Depression
BAI-II	Anxiety
Multidimensional Anxiety Scale for Children-2 (MASC-2; Self & Parent)	Anxiety
Revised Children's Manifest Anxiety Scale (RCMAS)	Anxiety
Beck Hopelessness Scale (BHS)	Hopelessness
Beck Scale for Suicidal Ideation (BSS)	Suicidal Ideation
Suicidal Ideation Questionnaire (SIQ)	Suicidal Ideation
Trauma Symptom Checklist for Children (TSCC; Ages 8-16)	Trauma
Trauma Symptom Inventory-2 (TSI-2; Ages 16+)	Trauma
Trauma Symptom Inventory-2-Abbreviated (TSI-2-A; Ages 16+)	Trauma
Trauma Event Screening Inventory for Children (Self & Parent)	Trauma
Child Dissociative Checklist (CDC)	Dissociation
Adolescent Dissociative Experiences Scale-II (ADES-II)	Dissociation
Substance Abuse Subtle Screening Inventory- Adolescent (SASSI-2-A)	Substance Abuse

## **Computer Scored Protocols**

### **Q-Global:**

BASC-3: Parent, Teacher, Self – Interventions and Scoring  
MACI-II: Interpretive Report  
MAPI: Interpretive Report  
MCCI: Interpretive Report  
MMPI-A: Interpretive Report  
M-PACI: Interpretive Report  
WAIS-IV: Interpretive Report  
WISC-V: Score Report

### **PAR-CONNECT**

BRIEF 2: Parent/Teacher Score/Interpretive Reports  
BRIEF 2: Self – Score/Interpretive Report  
PAI: Score Report  
PAI-A: Interpretive and Score Report

### **OTHER SCORING PROGRAMS**

ABAS-3  
ASRS – Autism Spectrum Rating Scales  
CONNERS 3  
JESNESS INVENTORY  
RIAP (R-PAS)  
WISCONSIN CARD SORT  
WOODCOCK JOHNSON IV



## Internship Program Admissions

Date Program Tables are updated: July 1, 2020

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Internship applicants must be enrolled in an APA accredited doctoral program in clinical psychology (Psy.D., Ph.D) or Education (Ed.D.) All formal course work and comprehensive examinations for the doctorate must be complete by the start of internship. Preference is given to applicants who have practicum/work/volunteer experience with children and adolescents including and not limited to outpatient, inpatient, residential and/or special education settings.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	Amount: Minimum 100 hours
Total Direct Contact Assessment Hours	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	Amount: Minimum 100 hours

Describe any other required minimum criteria used to screen applicants:

Preference is also given to applicants who have administered, interpreted and written comprehensive psychological reports for children and adolescents, as well as demonstrated some level of competence.

### Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Interns	29, 877. 00	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If access to medical insurance is provided:</b>		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	A=80 P=72	
Hours of Annual Paid Sick Leave	12 days per year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe):  Please contact the Director of Internship Training		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

### Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2017 - 2020	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	0	1
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	1	0
Psychiatric hospital	1	0
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	0	2
Not currently employed	0	0
Changed to another field	0	0
Other	0	4
Unknown	0	1

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.